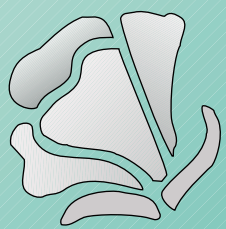


Teacher Guide for History-Social Science



Golden
State
Examination

GSE

Economics
Government/Civics
U.S. History
•
2000

This document has been prepared by the San Luis Obispo County Office of Education under contract with the California Department of Education. For information about the Golden State Examination testing dates, registration materials, and procedures or information about the Golden State Seal Merit Diploma, contact:

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Examinations, acknowledging the importance of these subjects, and understanding the need to recognize student achievement. Overall, the *Golden State Examination Teacher Guide* reflects the commitment of those who view history-social science as an essential part of education.

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Table of Contents

Introduction	2
Test Content for Economics, Government/Civics, and U.S. History	3
Test Structure for Economics, Government/Civics, and U.S. History	4
Sample Multiple-choice Questions for Economics	5
Scoring Guide for Economics	7
Sample Essay Question for Economics	8
Sample Student Work for Economics	9
Sample Multiple-choice Questions for Government/Civics	11
Scoring Guide for Government/Civics	12
Sample Essay Question for Government/Civics	13
Sample Student Work for Government/Civics	14
Sample Multiple-choice Questions for U.S. History	16
Scoring Guide for U.S. History	18
Sample Essay Question for U.S. History	19
Sample Student Work for U.S. History	20

Introduction

Using the Golden State Examination Teacher Guide

The *Golden State Examination Teacher Guide* has been developed to provide essential information and preparation guidelines for teachers. The guide is intended to serve as an instructional aid in the classroom. The guide is divided into the following sections:

Test Content — describes the content upon which the Golden State Examination (GSE) questions have been developed.

Test Structure — describes the format of the test.

Scoring Guide — outlines the criteria used to score essays.

Sample Questions — includes a variety of sample questions, representing the types of questions found on the examinations.

Student Work — provides examples of student responses to essay questions with teacher commentary.

Teachers are encouraged to reproduce portions or all of the guide for classroom use. Districts/schools also can use these materials for staff development.

Student Eligibility

The Golden State Examinations in economics and government/civics are given during the winter and spring test administrations. The U.S. history exam is given in the spring. Each examination may be taken only once.

These are end-of-course examinations. They may be taken by students who are currently enrolled in the course or who have taken the course since the last test administration.

Test Preparation

Students should have a firm foundation in the knowledge and skills needed to master the subject area. Sound preparation for the Golden State Examinations should include classroom assignments that allow students to use and test their knowledge.

Students preparing for the examinations need to be able to articulate the major ideas and concepts in the

subject area being tested. They must be able to analyze information, apply knowledge, draw conclusions, and support conclusions with accurate details.

In accordance with the 1999–2000 state budget, the content of the current Golden State Examinations will be reviewed to ensure their full alignment to the content standards adopted by the State Board of Education. Teachers should review their curriculum and instructional activities for alignment to these standards.

Reporting Results

All students who complete both sessions of the GSE in economics, government/civics, or U.S. history receive an individual report of results. Scores for the multiple-choice and written-response portions of the exam are combined to produce the student's overall achievement level. There are six achievement levels. Students who achieve level six are awarded high honors; those who achieve level five are awarded honors; and those who achieve level four are awarded recognition. Students who achieve levels three or below are acknowledged for their participation. Results for the winter administration are mailed to districts in May; those for the spring administration are mailed in October.

Resource Document

The pre-publication version of the *History-Social Science Content Standards, Grades K–12* is available at <http://www.cde.ca.gov/board/board.html> on the Internet.

Other Resources

The *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve* is available from the Publications Division, Sales Office, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; 1-800-955-4099 ext. 6.

Testing schedules and other information are available from the GSE coordinator in your district office, county office of education, or the California Department of Education at <http://www.cde.ca.gov/cilbranch/sca> on the Internet.

Test Content for Economics, Government/Civics, and U.S. History

The content of the Golden State Examinations in economics, government/civics, and U.S. history is based on the *History-Social Science Content Standards, Grades K–12* adopted by the State Board of Education. For additional details about the topics covered on the exams, teachers should refer to these adopted standards. A complete listing of the history-

social science standards is available at <http://www.cde.ca.gov/board/board.html> on the Internet.

Another useful source document is the *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve*.

Economics

The content of the examination covers the following strands of economics:

- Fundamental economics: Students understand common economic terms, concepts, and reasoning (Content Standard 12.1).
- Microeconomics: Students analyze the elements of the U.S. market economy and labor market in a global economy (Content Standards 12.2, 12.4).
- Macroeconomics: Students analyze aggregate economic behavior and the influence of the U.S. government on the American economy (Content Standards 12.3, 12.5).
- International economics: Students analyze issues of international trade, and explain how the U.S. economy affects and is affected by economic forces beyond its borders (Content Standard 12.6).

Government/Civics

The content of the examination covers the following strands of government/civics:

- The Constitution and Bill of Rights (Content Standards 12.1, 12.10)
- The courts and governmental process (Content Standard 12.5)
- Legislative and executive branches (Content Standard 12.4)
- Federalism: state and local government (Content Standard 12.7)

- Comparative government (Content Standard 12.9)
- Contemporary issues in the world today (Content Standards 12.2, 12.3, 12.6, 12.8)

U.S. History

The content of the examination covers the following strands of U.S. history:

- The nation's beginnings to the late 19th century (Content Standards 11.1, 11.4)
- Gilded Age, Progressive Era, World War I (Content Standards 11.2, 11.4)
- Jazz Age, 1920's, Great Depression (Content Standards 11.5, 11.6)
- World War II, Cold War, hemispheric relations (Content Standards 11.7, 11.9)
- American Society in Post-War and contemporary times (Content Standards 11.3, 11.8, 11.10, 11.11)

Although the U.S. history course for grade 11 focuses on the twentieth century, linkages must be made to earlier eras in U.S. history and to events of the pre- and post-industrial world. Students should also examine American culture including literature, art, religion, drama, sports, architecture, education, and the mass media.

Test Structure for Economics, Government/Civics, and U.S. History

The Golden State Examinations in economics, government/civics, and U.S. history are two-part examinations, administered in two 45-minute sessions.

Session one consists of multiple-choice questions designed to test the breadth of student knowledge. Each question offers four possible responses and varies in complexity and difficulty.

The multiple-choice portion of the examinations is machine-scored. Sample multiple-choice questions, similar to those on the examinations, are on pages 5–6 for economics, page 11 for government/civics, and pages 16–17 for U.S. history. Answer keys are provided.

Session two consists of essay questions that require students to apply their skills and knowledge. Students are asked to prepare essays that emphasize analysis and draw logical conclusions. Conclusions drawn must be supported by sufficient and accurate detail.

In economics, students are required to define, recognize, and interpret economic concepts and terms. They also must analyze and assess economic issues. For the examinations in government/civics and U.S. history, students must be able to recall the foundational content of the subject. They also must be able to use a variety of processes, including interpretation, analysis, and evaluation.

A more detailed description of the analytic skills required for all history-social science courses, grades 9–12, are outlined in the state content standards. These skills are to be tested through the content, not apart from the content.

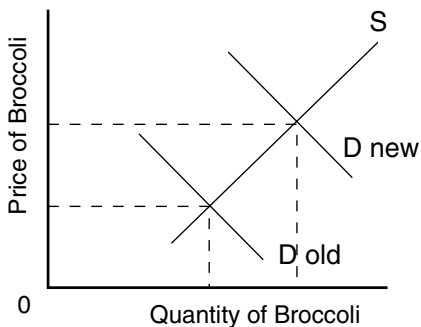
The essay portion of the examinations is scored by experienced history-social science teachers and other professionals in the field. Sample essay questions with student work and teacher commentary are on pages 8–10 for economics, pages 13–15 for government/civics, and pages 19–22 for U.S. history.

Teachers are encouraged to duplicate this guide for student use and to have students test themselves with the sample questions.

Sample Multiple-choice Questions for Economics

1. A politician proposes reducing business taxes, a move she says will encourage risk-taking entrepreneurship. This proposed cut in business taxes is intended to stimulate the economy mainly through
 - A. an increase in aggregate supply.
 - B. a decrease in aggregate supply.
 - C. a decrease in aggregate demand.
 - D. an increase in aggregate demand.
 2. One country enjoys a comparative advantage over another in producing oil when
 - A. it has more oil than the other country.
 - B. it can produce oil at a lower opportunity cost than the other country.
 - C. it does not need to import oil.
 - D. it wants to export as much oil as possible.
 3. Drought conditions create water shortages. Assuming that water consumption can be measured for each household, select the water policy below that is most likely to cause the greatest reduction in water use by urban households.
 - A. Give water to users with instructions to use it wisely.
 - B. Charge a flat (constant) fee of \$50 per household, irrespective of the amount of water used.
 - C. Raise the price of water from 2 cents to 50 cents per gallon with the biggest water users (per capita) paying the highest price per gallon.
 - D. Charge \$20 per month and limit household consumption to last year's monthly average usage.
 4. As more labor is added to a fixed amount of input, the rate at which output goes up begins to decrease. This is called
 - A. diminishing marginal utility.
 - B. diminishing marginal productivity.
 - C. diminishing marginal costs.
 - D. diminishing marginal profit.
 5. If the cost of sugar rises and sugar is a major ingredient in jelly beans, then the jelly bean
 - A. demand curve shifts to the left.
 - B. supply curve shifts to the left.
 - C. supply curve shifts to the right.
 - D. demand and supply curves both shift to the right.
 6. Which of the following is most likely to benefit a debtor?
 - A. unanticipated deflation
 - B. anticipated deflation
 - C. unanticipated inflation
 - D. anticipated inflation
- For the following question, choose the word to complete the sentence that most accurately reflects the relationship, definition, or similarity of the first pair of words in the sentence:
7. Parts are to the whole as C+I+G+X is to _____.
 - A. trade surplus
 - B. gross domestic product
 - C. disposable income
 - D. market economy
-

8.

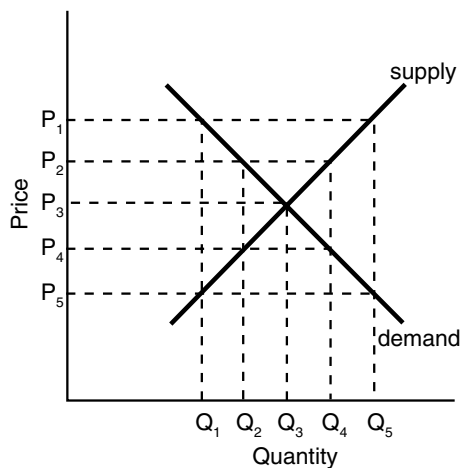


Which newspaper headline might be best illustrated by the above graph?

- A. "Hailstorm Wipes Out Broccoli Crop"
- B. "Broccoli Prices Drop Due to Increased Imports"
- C. "Medical Doctors Advise Eating Broccoli for Longer Life"
- D. "President's Dislike of Broccoli Has No Effect on Sales"

9.

Supply and Demand Curves



If the government supported the price of this commodity so that it could not be sold for less than P_2 , what would the result be?

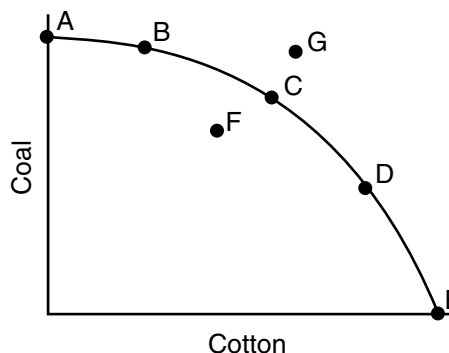
- A. a shortage equal to $Q_4 - Q_2$
- B. a surplus equal to $Q_4 - Q_2$
- C. a shortage equal to $Q_5 - Q_1$
- D. a surplus equal to $Q_5 - Q_1$

10. When the Federal Reserve Bank lowers the reserve requirement

- A. investors will purchase "open market" bonds.
- B. banks must hold less money.
- C. people will deposit more money.
- D. banks will create more money.

11.

Production Possibility Frontier



With existing resources in the economy, what is the result of movement from point D to point C?

- A. production of more cotton and less coal
- B. production of less cotton and more coal
- C. production of more cotton and more coal
- D. production of less cotton and less coal

Economics Answer Key

- | | | |
|------|------|-------|
| 1. A | 5. B | 9. B |
| 2. B | 6. C | 10. D |
| 3. C | 7. B | 11. B |
| 4. B | 8. C | |

Scoring Guide for Economics

The essay portion of the Golden State Examination in economics is scored using criteria based on the general scoring guide below. A detailed training

package for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

Score Point 5

The student response shows excellent knowledge and understanding of economic concepts and principles. The response:

- demonstrates the highest level of analysis, as evidenced by clearly and thoroughly developed interpretation and argument
- substantiates position with specific, pertinent information
- may articulate links and relationships not stated in the topic
- includes graphs, if graphs are required, that are accurate and integrated with the narrative
- conveys knowledge and ideas in an excellent manner; uses economic terminology precisely and accurately

Score Point 4

The student response shows very good knowledge and understanding of economic concepts and principles. The response:

- demonstrates high-level analysis, as evidenced by effective interpretation and argument
- develops position with pertinent information
- introduces and discusses examples not stated in the topic
- includes a graph, if graphs are required, that is accurate and integrated with the narrative
- conveys knowledge and ideas in an effective manner; uses economic terminology accurately

Score Point 3

The student response shows good knowledge and understanding of economic concepts and principles. The response:

- interprets main idea clearly with some analysis

- supports position with facts
- moves beyond reliance on information provided
- includes a graph, if graphs are required, with a few omissions and/or mistakes
- conveys knowledge and ideas in a satisfactory manner; uses economic terminology appropriately

Score Point 2

The student response shows limited knowledge and understanding of economic concepts and principles. The response:

- addresses main ideas without analysis
- reaches some conclusions, though arguments may be irrelevant and/or incorrect
- addresses the topic by relying only on information provided
- includes a graph, if graphs are required, with significant errors or no relationship to the topic
- conveys knowledge and ideas in a simple manner; economic terminology is not clearly expressed

Score Point 1

The student response shows little or no knowledge and understanding of economic concepts and principles. The response:

- restates the topic provided but does not reach any conclusions
- offers opinion without relevance, reason, or economic concepts
- fails to address topic
- includes no graph or one that is clearly irrelevant
- conveys knowledge and ideas in a minimal manner; uses economic terminology incorrectly

Sample Essay Question for Economics

GSE in Economics

The essay portion of the examination will give you an opportunity to analyze and synthesize economic evidence, demonstrate a chain of reasoning, and justify your conclusions. You will write two essays in this 45-minute period. You will need to plan your time carefully so that you have sufficient time to plan and write both essays. Your teacher will announce when 20 minutes have passed. At that time you should finalize your first essay and begin your second essay.

Directions

1. Read each essay topic, paying close attention to all parts of the topic.
2. Plan your essays carefully before you begin to write. It is recommended that you make an outline before you begin. You may use the back of this test booklet for making notes or planning your essays.
3. Write your essays on the proper pages in your answer document. Only writing and graphs on the lined pages of the answer document will be scored. Notes that you write on this test booklet will not be scored.
4. Allow 20-22 minutes to write each essay. You must write both essays to receive full credit for this examination. Both essays are equally important.
5. Use specific economic concepts, line graphs, terms, and policies to support ideas.
6. Your essays should be clear and well-organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Essay Question

Economics News Flash...

NEW COMPUTER CHIP CUTS COMPUTER COSTS IN HALF

Answer the following questions by writing an essay using the tools of economic analysis including demand and supply graphs and other related concepts:

- A. What are the immediate and long-term impacts of this change on computer sellers and buyers?
- B. What other industries will be affected and how will they be affected?
- C. Identify the gainers and losers from this event, and explain why they gain or lose.

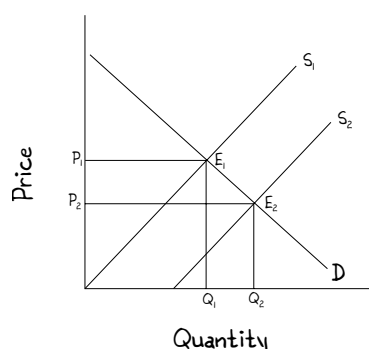
Sample Student Work for Economics

Topic: "New Computer Chip Cuts Computer Costs In Half"

Score Point 5

STUDENT RESPONSE*

If new computer chips are made that cut computer costs in half, then suppliers will start making more computers. With more supply, the prices will go down which will cause more quantity to be demanded. The following graph illustrates this concept:



The immediate impacts on sellers would be that they are making more money. But pretty soon consumers will get used to the price and the people that could afford the cheaper computers would all have one. So in the long-term, sale will go back to normal.

The industries that produce complements to computers such as disks, will probably see an increase in their sales. More computers are being used, therefore more disks are needed. The graph on the next page shows how the demand for disks shifts to the right because of the price of its complement. Disk sellers can raise the price and more quantity will still be demanded.

COMMENTARY

This response is an example of student work that would earn a score point 5. The student demonstrates an excellent understanding of economic concepts and principles with development of a clear cause and effect argument. The student analyzes the consequences using economic terminology relevant to the question. Three accurate graphs are correctly integrated with the narrative.

Specifically, the response contains many components of a score point 5, as detailed in the scoring guide for the topic. The student shows an understanding of the laws of supply and demand by correctly graphing and explaining that the supply of computers increases as the chip costs decrease. This results in a lower equilibrium price with a resulting increase in quantity demanded. The language is precise and accurate.

The student also correctly explains the immediate and long-term effects of this price reduction and the effect it has on related industries. Correct graphs for both complementary and substitute industries are drawn and integrated with the narrative. One error is made: "The industries that produce substitutes for computers will have less *quantity* demanded." Earlier in the response, though, the correct terminology is used.

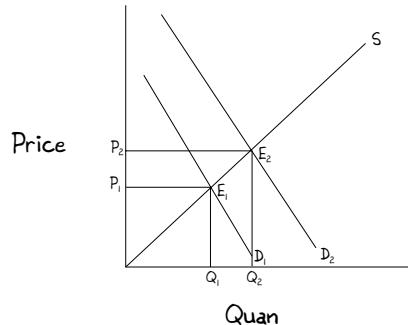
* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Student Work for Economics

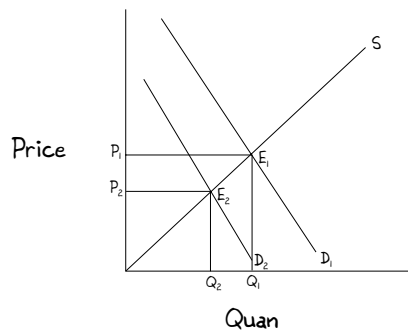
Topic: "New Computer Chip Cuts Computer Costs In Half"

Score Point 5 (continued)

STUDENT RESPONSE*



The industries that produce substitutes for computers will have less quantity demanded, even if they lower the prices. In the graph there is a demand shift to the left because of the price of substitutes.



The consumers that would have bought computers at a higher price, and the producers that would have sold at a lower price both win in this situation. The unhappy people are the producers who wanted to sell at a higher price and the consumers that wanted to buy at a lower price.

COMMENTARY

The response concludes with an explanation of those who gain and those who lose from the lower price of computers.

The student has correctly interpreted the prompt, answered all of the questions posed, and analyzed with graphs.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for Government/Civics

1. During debate over ratifying the Constitution, the Federalists argued that it was
 - A. impossible to safeguard the rights of states from the power of a strong central government.
 - B. possible to extend a republican form of government over a large territory.
 - C. inevitable that slavery would be abolished in the new republic.
 - D. illegal to replace the Articles of Confederation with a new constitution.
 2. All the following are associated with the progressive reform movement in California cities EXCEPT
 - A. the adoption of the secret ballot.
 - B. the creation of town meetings.
 - C. the control and regulation of public utilities.
 - D. the creation of direct primaries in all state and local elections.
 3. In *Plessy v. Ferguson*, the United States Supreme Court established
 - A. the power for individuals to sue states.
 - B. the doctrine of judicial review.
 - C. the separate but equal doctrine.
 - D. the right of equal protection.
 4. All of the following are requirements for a President of the United States EXCEPT
 - A. thirty-five (35) years of age.
 - B. natural born citizen.
 - C. both parents were United States citizens.
 - D. resident of the United States for 14 years.
 5. UNICEF is an organization within the United Nations whose main purpose is to serve
 - A. third world nations.
 - B. world food organizations.
 - C. nuclear disarmament activities.
 - D. children.
 6. One major difference between the governments of the United States and Great Britain is Great Britain's parliamentary system. In this system, Parliament
 - A. has more power than the other branches.
 - B. is not separated from the monarchy.
 - C. is subject to veto by the King or Queen of England.
 - D. has legislative and executive branches that are not separate.
 7. The United States adopted a bicameral legislature
 - A. to satisfy the "small" states.
 - B. to satisfy the "large" states.
 - C. to balance the "large" and "small" states.
 - D. to model the British parliamentary system.
- | Government/Civics Answer Key | | | |
|------------------------------|------|------|------|
| 1. B | 3. C | 5. D | 7. C |
| 2. B | 4. C | 6. D | |

Scoring Guide for Government/Civics

The essay portion of the Golden State Examination in government/civics is scored using criteria based on the general scoring guide below. A detailed train-

ing package for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- states a position clearly, using a thesis that guides the development of the response
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- states a position with a clear thesis
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all areas of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- states a general position; may have a simple or partially developed thesis
- presents information and is organized; reaches conclusions; may be largely descriptive

- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- lacks a clear position or establishes a flawed position
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or fallacious reasoning; may not reach conclusions
- provides limited specifics which may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in a manner that lacks clarity

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- states no position or establishes a position not related to the topic
- lacks analysis or analysis is fallacious
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt; refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

Sample Essay Question for Government/Civics

GSE in Government/Civics

The essay portion of the examination will give you an opportunity to analyze and synthesize evidence, demonstrate a chain of reasoning, and justify your conclusions. You will write two essays in this 45-minute period. You will need to plan your time carefully so that you have sufficient time to plan and write both essays. Your teacher will announce when 20 minutes have passed. At that time you should finalize your first essay and begin your second essay.

Directions

1. Read each essay topic, paying close attention to the special instructions regarding how the essay should be written.
2. Plan your essays carefully before you begin to write. It is recommended that you make an outline before you begin. You may use this test booklet for making notes or planning your essays.
3. Write your essays on the proper pages in your answer document. Only writing on the lined pages of the answer document will be scored. Notes that you write on this test booklet will not be scored.
4. Allow 20-22 minutes to write each essay. You must write both essays in order to receive full credit for this examination. Both essays are equally important.
5. Your essays should be clear and well-organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Essay Question

In the United States' political system, the President and Congress are elected independently, and the congressional majority and the President may represent different political parties.

In a parliamentary system such as in Great Britain, the Prime Minister is chosen by and responsible to the majority party in the legislature.

In a well-written essay:

- Develop a clear thesis to guide your essay.
- Discuss both advantages and disadvantages of each system.
- Cite specific examples to support your analysis.

Sample Student Work for Government/Civics

Score Point 5

STUDENT RESPONSE*

As a constitutional monarchy, Great Britain, unlike the United States, forms its executive branch from its parliament, or legislative. In the British system, the legislature is bicameral and is made of a House of Commons, equivalent to the U.S. House of Representatives, and a House of Lords; analogous to the U.S. Senate. The Prime Minister is elected from the party leader of the majority party in the House of Commons, unlike the President of the U.S. who is elected independently of the Congress. The advantages of each system include, for parliament, a smooth-flowing interaction between the executive and the legislative, and for a Congressional system, checks and balances to protect the one branch or party from having too much power, while the disadvantages, for parliament, include the ability of one party to gain too much governmental control and for Congress, the ever-present phantom of gridlock.

The advantages of each system are quite different. Britain can easily claim that it has a smooth-flowing legislative process because, like the way a Speaker of the House rises to power, so does the Prime Minister; he (she) is elected from the majority party. Currently the Prime Minister is Tony Blair of the Labor party. In that way, the party, more than the individual, rules the country. This eliminates in-fighting among the branches. The United States' system, however exists in order to ensure that parties are not able to control the entire government. By being elected separately the President's party and the Congressional Majority are often separate. This ensures that all people will be fairly represented and that the views of the majority do not supercede the inalienable rights enjoyed by the minority.

The disadvantages of each system are also quite different. Although Britain enjoys relatively hassle-free legislative process, it is also in danger of being so controlled by one party that the other loses out to the point of being barely effectual. This causes dissent, but since the legislative and executive act as almost one, all that can be done is a voter-alliance shift to the other party. Thus, parties are as influential in British politics as individuals, if not more so. In the U.S., the major problem is with gridlock; if the parties of the Chief Executive and Congress are different, only bipartisan measures will pass, making the process somewhat stagnant. For instance, the present health care legislation supported by President Clinton is being stalled simply because his party affiliation is separate from that of the majority of Congress.

Of all the advantages and disadvantages of each party, none are similar to one another, but all effect very much how the government's role is played out in the lives of the citizens, and how important the parties really are in affecting national policy.

COMMENTARY

The essay provides a clear thesis statement, is coherent and well organized, and uses precise terminology for both political systems.

The essay provides significant, appropriate, and accurate information concerning:

- the bicameral structure of the legislative systems for Great Britain and the United States
- House of Commons compared to the U.S. House of Representatives
- House of Lords compared to the U.S. Senate
- checks and balances of the Congressional system
- advantages and disadvantages of the two forms of government

The essay effectively compares and contrasts the two political systems with significant and appropriate evidence. It effectively outlines the advantages and disadvantages of the British Parliamentary System and the U.S. Congressional System.

The essay addresses all aspects of the prompt and conveys knowledge and ideas clearly and effectively.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Student Work for Government/Civics

Score Point 3

STUDENT RESPONSE*

Though the United States government and the British government are very similar they do vary in some respects. These differences help to create two unique systems of government. The differences in these government create distinct advantage and disadvantage.

In the United States the party affiliation of the congressional majority and the president often vary. This is both a bad and a good thing. On the one hand it helps to let everyone's opinion be better heard but at the same time it makes it difficult to come to a consensus on different issues. If both parties weren't represented in government, I feel that many citizens would feel that they had absolutely no influence in government. The representation of both parties helps a greater number of people to be active in our government.

In Britain only one party is represented in the government. This is quite a disadvantage to members of the opposing power because they are very limited in the power they have. However, this does make for more ease when making decisions in the government. They would pass bills much quicker and save time for other important issues.

There are disadvantages and advantages to both the British and American form of government. Neither is a better way, they just work differently. What is important is that things get done in government. Since both governments function pretty well at all times they are both effective.

COMMENTARY

Overall the essay provides generally appropriate information and is adequately organized. The essay attempts to cover the prompt but does not give sufficient examples of advantages and disadvantages.

The essay addresses advantages and disadvantages for both forms of government (e.g., "...let everyone's opinion be heard... makes it difficult for consensus...").

It connects some evidence to support position though argumentation is general (e.g., "They would pass bills much quicker and save time for other important issues").

The essay conveys knowledge and ideas in a manner that can be understood.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Multiple-choice Questions for U.S. History

1. Thomas Jefferson expressed the views of the American colonists in the following excerpt from the “Declaration of Independence.”
“When in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another... a decent respect to the opinion of mankind requires that they should declare the causes which impel them to the separation.”
Which of the following statements BEST expresses the colonists’ point of view?
 - A. The colonists feel that they owe the world no explanation for their decision to break away from Great Britain.
 - B. The colonists realize the need to explain to the world the reasons causing them to separate from Great Britain.
 - C. The colonists have decided to remain under the rule of Great Britain and to offer to the world their reasons for doing so.
 - D. The colonists want to make public their intention to separate from Great Britain and are appealing to the other European nations for help in defeating Great Britain.
 2. The overall policy of the federal government towards business during the Gilded Age of the late 1800s was
 - A. to regulate extensively in the public interest.
 - B. to subsidize and protect business but with little or no government regulation.
 - C. a government policy of purposely discouraging business.
 - D. government ownership of major industries such as transportation and banking.
 3. Which of the following statements is MOST consistent with the foreign policy of Theodore Roosevelt?
 - A. “I never take a step in foreign policy unless I am assured that I shall be able eventually to carry out my will by force.”
 - B. “We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make.”
 - C. “I have hoped that I might by this visit symbolize the courtesy of a call from one good neighbor to another, that I might convey the respect, esteem, and desire for intellectual and spiritual cooperation.”
 - D. “Now the trumpet summons us again...a call to bear the burden of a long twilight struggle, year in and year out...a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.”
 4. If you had been a farmer in Oklahoma during the early 1930s, your family might well have suffered the misfortunes described in
 - A. Ernest Hemingway’s *For Whom the Bell Tolls*.
 - B. Sinclair Lewis’ *It Can’t Happen Here*.
 - C. Frank Norris’ *The Octopus*.
 - D. John Steinbeck’s *The Grapes of Wrath*.
 5. Which of the following areas of the United States grew most rapidly in population after the Second World War?
 - A. Rocky Mountain states
 - B. Midwest farm belt
 - C. Northeast industrial corridor
 - D. Southwest sun belt
-

6. An important and lasting change brought to our federal government by the New Deal was that
- A. government should remain small and limited.
 - B. government's chief responsibility is to aid business.
 - C. government's responsibility includes the stimulation of the economy and the welfare of the people.
 - D. in times of depression, government must set an example by saving money and balancing the budget.
7. The United States government got women into the work force during the Second World War by
- A. encouraging them to show their patriotism by helping defeat the enemy.
 - B. drafting them to do wartime work.
 - C. offering them more pay than men workers received.
 - D. promising them industrial jobs after the war was over.

U.S. History Answer Key

- | | | |
|------|------|------|
| 1. B | 4. D | 7. A |
| 2. B | 5. D | |
| 3. A | 6. C | |

Scoring Guide for U.S. History

The essay portion of the Golden State Examination in U.S. history is scored using criteria based on the general scoring guide below. A detailed training pack-

age for scorers, addressing what students are expected to accomplish in the essay, is developed to score each student response.

Score Point 5

Student response shows excellent knowledge and understanding. The response:

- states a position clearly, using a thesis that guides the development of the response
- demonstrates thoughtful interpretation and analysis that support logical conclusions; effectively links data in the prompt with additional information
- supports conclusions with significant, appropriate, and accurate specifics
- deals with all aspects of the prompt in appropriate balance
- conveys knowledge and ideas clearly and effectively

Score Point 4

Student response shows very good knowledge and understanding. The response:

- states a position with a clear thesis
- demonstrates reasonable interpretation and analysis; reaches reasonable conclusions; links data in the prompt with additional information
- supports conclusions with accurate and relevant specifics; minor errors do not significantly compromise position
- addresses all areas of the prompt but may develop one part in greater depth
- conveys knowledge and ideas clearly

Score Point 3

Student response shows basic knowledge and understanding. The response:

- states a general position; may have a simple or partially developed thesis
- presents information and is organized; reaches conclusions; may be largely descriptive

- provides generally appropriate specifics; may contain factual errors, but they are balanced by accurate details
- attempts to cover all aspects of the prompt but does not complete all tasks
- conveys knowledge and ideas in a manner that can be understood

Score Point 2

Student response shows limited knowledge and understanding. The response:

- lacks a clear position or establishes a flawed position
- may present a position without appropriate supporting information, or analysis contains misconceptions and/or fallacious reasoning; may not reach conclusions
- provides limited specifics which may be largely descriptive; may have numerous and major errors
- addresses only portions of the prompt
- conveys knowledge and ideas in a manner that lacks clarity

Score Point 1

Student response shows little or no knowledge and understanding. The response:

- states no position or establishes a position not related to the topic
- lacks analysis or analysis is fallacious
- merely mentions several names or events; specifics may be factually inaccurate or unrelated to the prompt
- does little more than mention the topic or repeat portions of the prompt; refers to the topic but does not attempt to address the prompt
- conveys knowledge and ideas in a manner that impedes understanding or is extremely general

Sample Essay Question for U.S. History

GSE in U.S. History

The essay portion of the examination will give you an opportunity to analyze and synthesize historical evidence, demonstrate a chain of reasoning, and justify your conclusions. You will write two essays in this 45-minute period. You will need to plan your time carefully so that you have sufficient time to plan and write both essays. Your teacher will announce when 20 minutes have passed. At that time you should finalize your first essay and begin your second essay.

Directions

1. Read each essay topic, paying close attention to the special instructions regarding how the essay should be written.
2. Plan your essays carefully before you begin to write. It is recommended that you make an outline before you begin. You may use this test booklet for making notes or planning your essays.
3. Write your essays on the proper pages in your answer document. Only the writing on the lined pages of the answer document will be scored. Notes that you write on this test booklet will not be scored.
4. Allow 20-22 minutes to write each essay. You must write both essays in order to receive full credit for this examination. Both essays are equally important.
5. Use specific historical evidence, such as people, events, laws, and policies to support your ideas.
6. Your essays should be clear and well-organized. Stay focused on the topics and support your ideas with sufficient facts and reasons. Avoid unsupported generalizations.

Directions

Essay Question

At certain times in history, individuals and groups in positions of power make crucial foreign policy decisions about important issues. At the end of World War II, President Truman made a decision to pursue a policy of containment of communism.

In a well-written essay:

- Develop a thesis to guide your essay.
- Explain why the policy decision was made.
- Describe two examples of actions taken under this policy.
- Analyze the short-term and long-term consequences of the decision.
- Cite specific, relevant examples to support your thesis.

Sample Student Work for U.S. History

Score Point 5

STUDENT RESPONSE*

The circumstances at the end of World War II formed a complex environment in which many motivations and intentions interacted. This intricate atmosphere led to much political maneuvering, and several important policy decisions were made. Truman's policy of containment, coming from mistrust of the Soviet Union, created sharply defined conflicts in the post WWII era.

Nearing the end of WWII, the Yalta agreement was passed and a misunderstanding of this agreement created mutual distrust between the Allies and the Soviet Union. The Allies believed that the "spheres of influence" that they gave to the Soviets were to act more as buffer states against invasion; the Soviets believed that they were given authority over the governments in these spheres of influence. Thus, the Soviets felt justified in reneging on the promise of free elections and installing puppet regimes. The Allies interpreted this as expansionism and George Kenyan later confirmed this suspicion. When the Allies tried to inhibit the Soviets' growing control of Eastern Europe, the Soviets interpreted it as encroachment upon their sovereignty and an attempt to encircle and share the Soviet Union. Thus, with many misconceptions and hidden motives, intense mistrust arose. As he saw the Communists expanding, notably in Greece in 1947, Truman decided that he had to take leadership for the stopping of Communist takeovers. He issued the Truman Doctrine, and in effect he promised to aid anyone fighting the Communists. Because he perceived that the Communists desired to expand into other countries, Truman adopted a containment policy.

The application of this policy comes in the form of aid. For example, the Marshall Plan was intended to restore European economies to prosperity, thereby eliminating fertile grounds for Communism. Also, in

COMMENTARY

The student takes a position expressed through a clear thesis that guides the development of the essay.

There is thoughtful, well-reasoned, though brief, analysis of the underlying issues during the period. The student explains the historical context in which the policy of containment developed and connects this to specific examples of the policy in action. Connections are made between various events and actions of the period and the policy of containment and its consequences. Specific short-term and long-term consequences are explained.

The conclusions are supported by appropriate, accurate, and specific historical information.

The essay covers all aspects of the prompt in appropriate balance.

The presentation is clear and effective.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.

Sample Student Work for U.S. History

Score Point 5 (continued)

STUDENT RESPONSE

the Grecian Civil War Truman sent money and military advice.

The consequences of this act was to create fear of conflict. The Allies tried to seal the gaps where the Communists were pushing through, and they often came head to head. Numerous regional conflicts acted as "proxy wars" with Soviet supplies battling Allied supplies for control of a particular region. Another short term effect was the creation of security alliances, such as NATO and the Warsaw Pact, that also lasted into modern times. Further along, the Vietnam War and Korean War can be seen as attempts to halt the spread of Communism in accordance with the Truman Doctrine. Every president through Reagan followed this policy, and the result was to create relatively small scale conflict as opposed to large scale intervention.

Truman's containment policies was a product of post WWII distrust. It's effects were to draw lines of conflict.

COMMENTARY

Sample Student Work for U.S. History

Score Point 3

STUDENT RESPONSE*

Subsequent to WWII President Truman adopted the policy which had both long term and short term results.

At the end of WWII, the Soviet Union began controlling smaller "satellite" countries in Europe in order to gain influence & spread communism. President Truman feared that if he didn't take action all of Europe would become communist. In order to prevent this from happening he pursued the policy of containment. This policy's goal was to stop the spread of communism. Along with this policy he developed the Truman Doctrine, which gave aid to all non-communist countries. This caused resentment among the communist countries.

Each succeeding president followed this policy of containment. This led to a "cold war" between the U.S. and the Soviet Union. It was a race for power, influence & most advanced technology in the world. Throughout the cold war U.S. and Soviet Union had conflicts involving influence in smaller countries. One example is the Cuban Missile Crisis. The U.S. suspected that the Soviet Union had missels set up in Cuba & ordered that they be removed or they would take military action.

Because the U.S. had to keep up its policy of containment the goverment spent large amounts of money on its military & weapons. This had a great effect on our government and economy today.

COMMENTARY

The essay takes a more general approach to the topic by stating that "containment" meant stopping communism from spreading.

There is a simple organization of accurate information. "Truman Doctrine" is correctly used, for example. Information is partially developed as a brief narrative of what happened, with general reasoning as to the cause and effect relationship between events and policies.

The essay attempts to cover all aspects of the prompt but does not complete the task of analyzing long-term and short-term consequences. Sufficient examples are not offered.

The essay conveys knowledge and ideas in a manner that can be understood.

* The student response has been typed as written, with student's own content, grammar, spelling, and punctuation.